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**STRESS AND BURNOUT AS DETERMINANTS OF TEACHERS' UNDER-
PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN IBADAN
METROPOLIS, OYO STATE**

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Abstract

Teaching is becoming more challenging as a profession and is one of the most significant and visible professions in the world. This study looked at stress and burnout as predictors of teachers' under-performance in private secondary schools in Ibadan, Oyo State. The study used descriptive survey research with the target population consisting of randomly chosen teachers in Ibadan city. A purposive sampling technique was employed to pick 150 respondents from 15 selected private schools and a research instrument titled "Stress, Burnout and Teachers' Performance Questionnaire" (SBTPQ) was utilised to collect data for the study. According to the findings, stress is a predictor of teachers' effectiveness, ($r = .516$, $n = 150$, $p < .05$) and burnout is a predictor of teachers' performance, ($r = .610$, $n = 150$, $p < .05$). Based on these findings, it was suggested that social workers should push for work stress audits for teachers at regular intervals in order to identify work stress regions. Schools could also arrange lectures and workshops on holistic work-life balance for teachers.

Keywords: *Burnout, Employee, Stress and Under-performance*

Introduction

Stress is the body's reaction to a challenge or demand which can be positive such as when it helps you avoid danger or meet a deadline but when stress lasts for a long time, it may harm one's health. Stress can cause many types of physical and emotional symptoms like diarrhoea or constipation, forgetfulness, frequent aches and pains, headaches, lack of energy or focus, sexual problems, stiff jaw or neck, tiredness, trouble sleeping or sleeping too much, stomach upset, use of alcohol or drugs to relax, weight loss or gain. Stress in the teaching profession is an international

phenomenon that negatively affects both the teacher and the quality of education. Possible consequences of teacher's stress are reduced teacher self-efficacy, lower job satisfaction, lower levels of commitment and higher levels of burnout (Skaalvik and Skaalvik, 2016).

Stress is a fundamental and ongoing component of modern life. It has been regarded as one of the biggest health issues of the late twentieth century, with Canadian doctors estimating that stress-related ailments account for 50 to 70% of medical visits (Sulsky and Smith, 2005). According

to Kreitner and Kinicki (2000), stress is unavoidable and should be managed. Stress is an adaptive reaction that is mediated by individual features and/or psychological processes in response to any external action, circumstance, or event that exerts specific physical and/or psychological demands on a person (Kreitner & Kinicki, 2000).

The term stress here refers to teacher work-related stress. Numerous reports exposed that teachers are uncovered to different source of stress, such as: educating uninterested learners, poor prepared learners, poor learners' conducts, supporting discipline in the classroom, a demanding workload (curriculum demands), role overload, great prospects, lack of compensation and appreciation, being unprotected to common changes, time pressures, being assessed by others, experiencing problematic relations with co-workers and superiors, management styles, and poor working circumstances. Teachers' work-related stress has been known as linked to their job performance.

Teaching is becoming more challenging as a profession and is one of the most significant and visible professions in the world. Schools are as important as any other organization in the world. Teaching is a rewarding but demanding profession. Teachers are prone to burnout due to long hours of teaching and a heavy workload. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout. Without proper assistance, teachers are in danger of being overworked and not taking care of their own mental and physical health needs. According to the American Federation of Teachers' Educator Quality of Work Life Survey (2017), 61 percent of teachers indicated that their jobs were always or often stressful.

Kyriacou & Chien, (2004) found that 26 percent of the teachers reported that being a

teacher was very or extremely stressful. According to Kyriacou, Kunc, Stephens & Hultgreen, (2003) higher levels of dissatisfaction with work and occupational stress have been associated with teachers' performance, absenteeism and leaving the job. A widely endorsed definition of workers performance is that of Campbell: "behaviors or actions that are relevant to the goals of the organization" (Campbell, 2000). The three key factors of this definition are: workers' performance should be defined in terms of behaviour rather than results, workers' performance includes only those behaviours that are relevant to the organization's goals and workers' performance is multidimensional. Performance encompasses specific behaviour (e.g., sales conversations with customers, teaching statistics to undergraduate students, programming computer software, assembling parts of a product). This conceptualization implies that only actions that can be scaled (i.e., counted) are regarded as performance. Moreover, this performance concept explicitly only describes goal-oriented behaviour.

A teacher who provides an excellent statistics lesson which fulfills all learning requirements (behavioural aspect) might not provide students with knowledge (outcome aspect), if students lack motivation or cognitive abilities. Moreover, performance must be distinguished from effectiveness and from productivity or efficiency (Campbell, 1993; Pritchard, 1992). Effectiveness refers to the evaluations of performance results (i.e., sales financial value). Teachers experience several kinds of stress in the workplace that have negative effects on their health. These include increased class size, students' performance, lack of control over work hours and methods, lack of students'

motivation, difficulty working with parents, lack of professional recognition and inadequate salary. According to Naharuddin (2016), employees' attendance might represent their performance level; fewer absenteeism and higher performance. Schools should be considered as a teaching environment and a social organisation (Grebner, 2015).

In Sweden, teaching reported high stress-related symptoms and exhaustion levels compared to other professions. Nine out of ten teachers stated that they experienced their workload as unreasonable (Jendle and Wallnäs, 2017). Work overload is one of the factors causing burnout among teachers that causes reduced physical and emotional energy (Malik, 2019). Teachers experience stress because of their workload as they plan lessons, organize activities, develop curriculum, manage extra-curricular activities, supervise classes, provide information, maintain discipline, provide cover for teachers' shortages and absences, maintain records, administer time tables, evaluate and assess students' performance, in addition to the motivation of students by words and actions (Desouky and Allam, 2017).

Haddai (2015) discovered that excessive stress is to blame for poor teachers' performance. Furthermore, teachers face a variety of occupational stresses that have a detrimental impact on their health. These include increasing class size, poor students' performance, a lack of control over work hours and procedures, a lack of students' enthusiasm, difficulties interacting with parents, a lack of professional recognition and low pay. Although everyone reacts differently to stress, too much stress may have an impact on mood, behaviour, and physical health. Headaches, sleep issues, weariness, muscular tension, upset stomach,

chest discomfort and muscle pain can all be caused by stress. Anxiety, impatience, sadness, hostility, drug or alcohol misuse, social disengagement and eating changes are all possible.

Burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with people in some capacity (Maslach et al., 2001). It is the result of a gradual process of disillusionment (Pines, 1993). According to Maslach et al. (2001), emotional exhaustion is the central quality of burnout, representing feelings of being emotionally overextended and exhausted. Of the three aspects of burnout, exhaustion is the most widely reported and a necessary criterion for burnout (Maslach et al., 2001).

Swider and Zimmerman (2010) also studied burnout dimensions as mediators of the relationship between personality and job performance. They found that burnout dimensions had moderate correlations with different personality traits and could directly influence job performance. Similar results were shown in Ghorpade, Lackritz, and Singh (2007). As teacher burnout increases, both the thoroughness of classroom preparation and the involvement in classroom activities decline while student criticism increases. In response, students are likely to change their perception of the teacher, their feelings towards the teacher, and their behaviour in the classroom.

The following hypotheses were tested in the paper:

Hypothesis One: Stress is not a predictor of teachers' under-performance in private secondary schools in Ibadan metropolis, Oyo State.

Hypothesis Two: Burnout is not a predictor of teachers' under-performance in private

secondary schools in Ibadan metropolis, Oyo State.

Methodology

This study was a descriptive research survey. The population for the study is the secondary school teachers in private schools in Ibadan, Oyo State. The study sample comprises 150 secondary school teachers from 15 selected private schools in Ibadan. The purposive sampling technique was used to choose 150 secondary school teachers from the 15 selected private schools. The primary study tool was a questionnaire titled "Stress, Burnout and Teachers' Performance Questionnaire" (SBTPQ). The questionnaire was designed on a four-point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D), with the corresponding values of 4, 3, 2, 1. The structured questionnaire was made up of four sections. Section A: Measure of Demographic characteristics: This consisted

of questions on the demographic characteristics (age, gender, sex, monthly income and years of experience) of the teaching staff. Section B – Measure of Stress: This consisted of five items: "I stand for too long when teaching". The respondents were asked to respond to a four-point scale ranging from Strongly Agree (SA) Agree (A) Strongly Disagree (SD) Disagree (D). Section C: Measure of burnout: This fielded 5 questions such as "I feel easily tired when in school". The respondents were asked to respond to a four-point scale ranging from Strongly Agree (SA) Agree (A) Strongly Disagree (SD) Disagree (D). Section D: Measure of Teachers' performance: This consisted of five questions like "The students perform well in tests I conducted after teaching". The respondents were asked to respond to a four-point scale ranging from Strongly Agree (SA) Agree (A) Strongly Disagree (SD) and Disagree (D).

Result and discussion of findings

H₀₁: Stress will not have a significant relationship with teachers' under-performance in private secondary schools in Ibadan Metropolis, Oyo State.

Table 1: Pearson correlation showing significant relationship between stress and teachers' under-performance in private secondary schools in Ibadan metropolis

Variable	Mean	Std. Dev.	N	R	P	Remark
Teachers' performance	27.48	3.41	150	.516	.001	Sig.
Stress	45.71	6.19				

It is shown in Table 1, that there was a significant relationship between stress and teachers' performance in private secondary schools, ($r = .516$, $n = 150$, $p < .05$).

H₀₂: Burnout will not have a significant relationship with teachers' under-performance in private secondary schools in Ibadan Metropolis, Oyo State.

Table 2: Pearson correlation showing significant relationship between burnout and teachers' under-performance in private secondary schools in Ibadan metropolis

Variable	Mean	Std. Dev.	N	R	P	Remark
Teachers' performance	27.48	3.41	150	.610	.000	Sig.
Burnout	29.39	4.85				

It is shown in Table 2 that there was a significant relationship between stress and teachers' performance in private secondary schools, ($r = .610$, $n = 150$, $P < .05$).

Discussion of Findings

The first hypothesis tried to determine whether or not there is a substantial association between stress and teachers' under-performance in private secondary schools. The study found a significant relationship between stress and teachers' under-performance in private secondary schools ($r = .516$, $p.05$). The above conclusion is consistent with that of Haddadi (2015), who discovered that high levels of stress are to blame for poor teachers' performance. This conclusion is consistent with the findings of Krietner & Kinicker, (2000), who indicated that job expectations, work overload, role conflict, and role ambiguity in the workplace are recognised work stressors that impair employees' job performance. Bezrouko (2007) agreed with the results that stress triggers an alert in the brain, which responds by preparing the body for defensive action. According to James (2010), there is a substantial relationship between stress and job performance. He emphasised that the more stress employees face at work, the worse their job performance.

The second hypothesis tried to determine whether or not there is a substantial association between burnout and teachers' performance in private secondary schools. The study discovered a strong link between tiredness and burnout and teachers' performance in private secondary schools ($r = .610$, $p.05$). The following conclusion is consistent with Eluka (2013), who said that weariness and burnout reduce teachers' performance. Barker (2009), on the other hand, agreed that tiredness is a combination of lifestyle, social, psychological, and general well-being

difficulties rather than an underlying medical disease, which has a detrimental impact on teachers' effectiveness in the fulfilment of their duties.

Conclusion

The findings show that teachers who experience stress and burnout while doing their duties believe that stress and burnout have impact on their performance. When stress and burnout are high, the under-performance at work is high.

Implications for social casework

1. Social workers should advocate for work stress audit in schools at periodic intervals in order to ascertain work stress area and mitigate the same.
2. Seminars and workshops for a holistic work- life balance should be organized by schools.
3. Salaries and incentives plan for teachers should be reviewed at regular intervals of not more than two years.

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